Pupil Premium Strategy Statement – 2025-2026

St George's C of E Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year, and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
St George's C of E Primary School	
Number of pupils in school	234 (Nursery – Year 6)
Proportion (%) of pupil premium eligible pupils	39 pupils = 17%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr J Young (Headteacher)
Pupil premium lead	Mrs C Fairclough (SENDCo)
Governor / Trustee lead	Mrs Georgina James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	- FSM Ever 6 - £46,965 - Post LAC - £18,410 - £1,400 EY PP £150 p/w – COG £5,700 for COG (3 terms) £560 – London trip £1,500 for trips
Recovery premium funding allocation this academic year	£0 – stopped in April 2025 (final payment given April 2024).
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65, 375 £66,775 inc. EY funding

Part A: Pupil premium strategy plan

Statement of intent

This statement details our school's use of pupil premium funding to help improve attainment of our disadvantaged pupils.

Since 2011, the pupil premium grant has been the key lever for improving the attainment of disadvantaged pupils. As in previous years, we will
continue to use the grant alongside the recovery premium to close the attainment gap between disadvantaged children and their peers.

Leaders in school will follow best practice guidance documents and approaches published by the DfE (Department for Education) and the Education Endowment Foundation (EEF) to ensure the additional funding is directed in the most effective way. Approaches taken by the school will draw upon approaches that are evidence-based and that are proven to have a positive impact on closing gaps.

The school will adopt a tiered approach to pupil premium spending. "*A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.*" The curriculum will be adapted to focus on the key skills and knowledge that children need in order to address gaps. Teachers will focus on embedding these key facts for all subjects. School will offer a high quality continuous professional development programme closely linked to whole school priorities, ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving. High quality teaching is key and has proven to have the greatest impact on closing the disadvantaged attainment gap, whilst also benefitting non-disadvantaged pupils. Our intention is that all pupils, regardless of background, will make good progress across all subject areas. Staff in school will be supported with high-quality training and continuous professional development, including opportunities to work collaboratively with colleagues in cluster schools, sharing good practice and moderating expected standards.

We will select children at most risk of falling behind to partake in small group and 1:1 targeted academic support which will begin in September 2025. These sessions will be run by a qualified Teacher who has been trained to deliver a specific intervention, covering number, arithmetic and reading. Pupils will also be invited to attend SATS and Y4 times table boosters (after-school clubs), and will be targeted for phonics intervention.

The school will address wider strategies related to attendance, behaviour and social and emotional support through the school's pasto-

ral manager and the PSHE bespoke curriculum, which has been planned to meet the needs of our pupils and to minimise the most significant non-academic barriers to success in school.

Our approach also aims to act early and intervene when needs are identified, such as targeted support and intervention, or the involvement of partner agencies where necessary and appropriate. A whole school approach with the support of staff who take responsibility for outcomes of all pupils, irrespective of background or challenges, is key to raising expectations and attainment.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Oral language skills on entry to school continue to be low. Underdeveloped oral language skills, communication skills and vocabulary gaps exist among disadvantaged pupils.
2	Literacy and reading skills / attainment, parental engagement with reading and reading culture continues to be an area for development.
3	Social and emotional needs are a key barrier to educational achievement for many pupils. Early identification is key in supporting the social and emotional well-being of learners, providing opportunities to address these needs and narrow the gap.
4	Closing the attainment gap between disadvantaged/non-disadvantaged children.
5	Punctuality and attendance of some disadvantaged children.
6	Parental engagement in supporting children's learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increase oral literacy and foundational skills in EYFS and Key Stage 1.	Assessments, observations, Welcomm scores and interventions will show evidence of improvements in oral language skills among disadvantaged children by the end of Nursery and Reception and pupils will achieve GLD. Identified pupils will be assessed by Speech and Language therapists, with programmes of support delivered by Teaching Assistants, where appropriate. Pupils foundational skills are developing and having a postitive impact on progress.
Children make progress in reading and arithmetic due to an extra teacher delivering small group/ 1:1 intervention.	KS1 reading & maths outcomes will be in line with national average. Year 1 and 2 Phonics screening test scores will be at least in line with national average, with all pupils achieving a pass by the end of Key Stage 1. KS2 reading & maths outcomes will continue to be in line with national average, with improved attainment for disadvantaged pupils.
Children make progress due to quality first teaching through the Better Reading Support Partners, Number Sense and arithmetic interventions.	KS2 outcomes will continue to be in line with national averages.
Children with social and emotional or mental health barriers to learning are identified and provided with targeted support at the earliest opportunity, in order to increase their capacity to engage with learning, leading to increased progress at KS1 & KS2.	KS1 & KS2 outcomes will be in line with national average as a result of effective pupil engagement and high aspiration and expectation. Early identification and support through the Early Help Assessment Framework, SEND register and pastoral support, where appropriate. A whole school approach to social and emotional well-being will ensure

	disadvantaged children receive the appropriate support, attend enrichment activities and remove any barriers to their learning to help them fulfil their potential.
Raise children's levels of understanding of different ways of learning, knowing their own strengths and weaknesses, using different strategies to tackle problems, thinking critically, creatively and reflectively - thus impacting on raised achievement through increased knowledge of effective learning.	EYFS, KS1 & KS2 outcomes will be in line with national average and progress of disadvantaged pupils will be at least in line with that of national as a consequence of effective pupil engagement and increased pupil knowledge about learning to learn. In KS2, Chromebooks and relevant software programmes (e.g., LBQ) will provide more intervention opportunities and support. Pupils will be engaged with learning and will become more proficient with digital literacy skills.
High attendance rates are maintained for **all** pupils	Attendance rates will be better than the national average for the comparative group. Sustained high attendance demonstrated by: - Increase in overall attendance - Persistent absences and number of late attendances reduced - Percentage of pupils who are persistently absent being below 10%, with the percentage of disadvantaged pupils being more in line with non-disadvantaged peers.
Raise levels of pupils' aspirations: engage with enrichment activities such as projects (e.g., Schools Linking), residentials, wider curriculum visits and theme days, e.g. visits to alternative places of worship.	Impact on raised achievement through increased knowledge, engagement and cultural capital. Pupils will become more aware and empathic to those from different backgrounds to themselves. Pupils will gain confidence and resilience when interacting with the wider world.
Increased parental support and engagement for their child's learning and development.	Teachers / Pastoral Manager will target and support parents who are finding it difficult to engage. Fun and engaging homework methods (EdShed/MathShed) relevant to the child's learning. HT/SLT to support

	staff with raising standards and expectations of attendance and engagement.

Activity in this academic year:

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Intended Outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is prioritised, so that children are able to make accelerated progress. To offer a high quality CPD programme targeted to whole school priorities.	• CPD- Developing a Thinking School • CPD- WellComm S&L Toolkit • CPD – Linking Schools • CPD – Get Bolton Reading • CPD – Implications of Teaching and Reading • CPD – Embedding Formative Assessment (EFA) programme • Cluster staff meetings with local schools to moderate and share good practice	EEF Guide to the Pupil Premium states "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending" "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." "A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds." "The school's aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society."	1,2,3

Children make accelerated progress in reading and arithmetic due to an extra teacher delivering small group/ 1:1 intervention	• Additional teacher for 2 days per week. • Better Reading Support Partners intervention (3 children, 2x per week, 1 hour per session) • Shine Reading intervention (3 children working 1:1, 2x per week, 20 min sessions) • Number Sense intervention (3 children, 2x per week, 1 hour per session) • Y6 Arithmetic intervention (6 children, 2x per week, 1 hour per session) • 1:1 reading intervention for lowest achieving pupils in each class	Our rationale for a teacher delivering interventions 1:1 to our most vulnerable children is as follows: "Programmes involving teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average." Pupils have the opportunity to work in small groups/1:1 with a consistent adult, building a positive relationship.	4
Increased oral literacy skills in EYFS and Key Stage 1	• Speech therapist through NHS Bolton to assess identified pupils and provide support programme for staff to deliver • WELLCOMM speech and language toolkit.	Expert advice on hand. Increased knowledge and skills will impact upon pupil progress. Specifically focused work to allow children to make progress. More complex needs will be supported by therapist and additional referrals, if necessary. Welcomm offers, the opportunity to identify areas of concern in language, communication and interaction development, in order to ensure targeted early intervention. Statistically significant results evidence that on average children make 9-18 months progress in language levels over a ten-week period	1, 2
Increased literacy and reading attainment and	• Library timetable for each class	Positive attitudes towards reading, along with increased opportunities to read and targeted interventions, can have positive overall effects on engagement and attainment.	2, 4

engagement across key stages	• Staff training sessions with cluster schools to moderate and discuss year group writing • Staff training on Early Reading		
Pupils foundational skills are developing and having a postitive impact on progress.	• Staff CPD – Foundationsal skills. • English and maths subject leads monitoring on Foundational skills.	- Staff CPD log - English and maths drop in records.	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Intended Outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
Children make accelerated progress in reading due to increased opportunities for small group intervention or 1:1 reading with an adult (bottom 20%)	• TA to read 1:1 daily with children not reading at home and the bottom 20% • Toe by Toe is delivered 3 times per week 1:1 for selected pupils. • BSquared • IDL (Literacy)	**Impact on Achievement (Toe by Toe)** • This programme has supported the progress of over 50,000 struggling children and has had a positive impact on reading and spelling. BSquared is an assessment software tool designed primarily to show progress for pupils with SEND, however can be effectively used to show detailed, small steps progress and engagement for all learners. Alongside this, intervention packages can be designed and provided to target specific areas for those pupils requiring additional support. IDL is a targeted literacy and/or numeracy intervention, aimed to support pupils' fluency and application. It is completed online and works at a suitable level for the individual, automatically moving on when a child has made expected progress.	2, 4

Children make accelerated progress in arithmetic due to increased opportunities for small group intervention with a trained teacher	• A lead Success @ Arithmetic teacher provides sessions, which are delivered in addition to the learners' daily maths lessons. • IDL maths • BSquared • SATS booster • Flashback 4.	**Impact on Achievement (Success @ Arithmetic)** • Over 13,000 pupils in Years 3 to 11 have been supported by Success@Arithmetic in 2,000 schools. They made an average Number Age gain of **14.5 months in 4 months** – over 3 times the expected progress. **91% of them showed more confidence and interest** in learning mathematics in class after Success@Arithmetic.	4
Children make accelerated progress in multiplication tables check due to increased opportunities to develop fluency and confidence, through small group/1:1 working.	• Times table 'booster' club • TT Rockstars launch. • Additional planned opportunities for multiplication practice. • TT focus within homework tasks.	The sessions aim to support learners with attainment, particularly those from disadvantaged backgrounds or with lower levels of parental engagement. Support is provided to raise attainment and progress in Y4 statutory multiplication tables check, which also supports attainment and performance in KS2 SATS.	6
Children make accelerated progress in literacy due to increased opportunities to develop fluency and confidence, through small group/1:1 working.	• Phonics 'booster' sessions • Regular reading opportunities throughout the week • Staff training on Early reading • High focus on Reading within SDP. • AYRR CPD for all staff.	Sessions aim to support learners with literacy skills, improving reading and supporting pupils to succeed and achieve a pass in the Y1 phonics screening. Phonics approaches and interventions have a strong evidence base indicating a positive impact on pupils' reading skills. Introduction of Grammersaurus (whole class reading approach)	2, 4
Children make accelerated progress in reading and spelling	**High focus of English lead monitoring.** **IDL English**	**Impact on Achievement** • Research IDL produces significantly faster reading and spelling related improvements than non-specialist teaching methods – with an average 10 months improvement in	2, 4

	EdShed (MicroVipers/Spelling Shed) **Grammarsaurus** **LBQ**	reading and 11 months improvement in spelling after just 26 hours on the IDL programme. Spelling Shed is an interactive educational programme used in school to support learning and homework, aligned with the English National Curriculum.	
Children make accelerated progress in numeracy	**EdShed (MathShed)** **Plus 1 and Power of 2 programme**	**MathShed** is an interactive educational programme used in school to support learning and homework. MathShed is linked to White Rose schemes of learning and national curriculum objectives, '*designed to specifically impact the enjoyment of mathematics while improving results.*' Recently purchased books, Plus 1 and Power of 2, aim to support children with numeracy skills in a similar way to the Toe by Toe programme. Learning is repetitive and should be completed daily in order to embed foundation skills and improve confidence and engage more reluctant and disadvantaged learners.	2, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Intended Outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
Children with social and emotional or mental health barriers to learning are identified and provided with targeted support to increase their ca-	• Provision of a pastoral care manager to undertake Boxall profiling and deliver appropriate intervention according to Boxall profile • Mental health in schools	The EEF guide to pupil premium spending suggests targeting wider strategies which relate to the most significant non-academic barriers to success in school.	3, 5

pacity to engage with learning, leading to increased progress.	• Access to Children's Opportunity Group (COG) for a PP child at a cost of £5,700 for 3 terms. January 2026 – All staff received – CPD - TRAUMA AWARENESS TRAINING • Positive Regards Training for all staff.		
Ensuring the school's behaviour and anti-bullying policies are applied consistently. Ensure staff have a strong commitment to maintain high standards and expectations of behavior. **POSITIVE REGARD TRAINING FOR STAFF**	• Review and refine Behaviour and anti Bullying Policy. • Provision of Pastoral Care Manager to support intervention • Universal staff approach to implement behaviour policies • Introduction of termly behaviour booster.	Both targeted interventions and universal approaches can have positive overall effects.	3, 5
Children with poor attendance or who are persistently late are identified and provided with targeted support to increase their capacity to engage with learning. Apply strategies that encourage high attendance.	• The Pastoral Care Manager to monitor attendance throughout the year and work closely with the office staff and families where attendance is a concern. Continue to raise awareness of good attendance and reward good attendance. • Attendance will be monitored termly. Individual attendance will be monitored throughout the year	DFE Link between attendance and attainment: "in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2." DFE Improving Attendance at School: "There is a clear link between poor attendance at school and lower academic achievement."	3, 5

	and actions will be taken when necessary.		
Raise levels of pupils' aspirations: engage with enrichment activities such as art projects, residentials and wider curriculum visits and theme days	• Closs monitoring of pupils engagement in extra curricular activities including sporting events. • Residentials • Theme • Visits • Trips • Schools Linking • Author/Poet visits • Breakfast/After School Club • After School sports clubs • Mad Science • '50 Things…' passport • AirVault	The EEF guide to pupil premium spending suggests targeting wider strategies which relate to the most significant non-academic barriers to success in school.	3, 4, 5

Total budgeted cost: £67,875

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year. The performance of pupils was above both Bolton and National in EYFS GLD, End of KS1 Phonics Screening and end of KS2 assessments.

Last year, attendance was 95% across school, which is line with national figures. The percentage of persistent absentees was 3%, well below national (20.7%).

Strategies to support attendance:

- Letters issued to all parents in September/January/April with attendance information and individual attendance.
- Advice and support shared regularly to encourage parents to recognise the link between attainment and attendance.
- Attendance letters and attendance monitoring.
- 100% attendance certificates sent out each term.
- Attendance Policy and procedures implemented in line with DfE guidance.

EYFS

- Number of disadvantaged pupils: 5 = 13% 3 = 16% . This is below Bolton LA and National figures.
- 67% achieved GLD and expected standard in all goals, compared with 69% of non-disadvantaged peers.
- Literacy was the area with the lowest percentage of pupils achieving expected (69%), however this was broadly in line with national data.
- 67% of disadvantaged pupils achieved expected in Communication and Language.
- 100% of disadvantaged pupils achieved expected in Maths.

KS1

- Number of disadvantaged pupils: 3 10 = 26%
- **Maths:** 3 pupils achieved the expected standard

- **Reading:** 4 pupils achieved the expected standard
- **Writing:** 3 pupils achieved the expected standard

Phonics Screening

- End of Year 1 – 1 child achieved a pass. (33%)

Attainment at end of KS2 2024-2025:

- Number of disadvantaged pupils: 24 = 62%
- Reading, Writing and Maths – 75% achieved expected standard, with 13% achieving higher. This is broadly in line with non-disadvantaged peers (79% / 14%).
- **Maths:** 75% achieved expected; 13% achieved greater depth
- **Reading:** 75% achieved expected; 25% achieved greater depth
- **Writing:** 75% achieved expected; 13% achieved greater depth

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
BSquared	
IDL	IDL/ Ascentis
EdShed	
SuperSonic Phonics	

Boxall Profile	
Widgit Online	Widgit Online (purchased via Woodbridge SEND Service)
LBQ	
Grammarsaurus	Access for resources – all subjects
Kapow	PSHE
NATRE	RE curriculum

Further information (optional)

Additional activity

Our pupil premium strategy is supplemented by additional activities that are not being funded by pupil premium or recovery premium, however disadvantaged children will be encouraged to engage. This includes:

- Mental health and well-being activities throughout the school year, developing understanding of pupil needs and giving pupils a voice to share their thoughts.
- A wide range of extracurricular activities, trips and experiences to boost behaviour, attendance, aspiration and wellbeing. Disadvantaged pupils will be encouraged and supported and we will build on pupil's Cultural Capital. Activities will support socialising, confidence building, resilience and experience of the wider world (e.g., Schools Linking project, '50 Things to do…' passport).
- Parent and pupil voice questionnaires, allowing us to reflect and respond to concerns and suggestions.
- All KS2 pupils have been provided with a Chromebook laptop (for use in class). This supports all pupils, particularly the more disengaged and disadvantaged pupils, to engage with the curriculum in different ways, developing an interest in recording learning using alternate methods. Years 4 & 6 have protected laptops to allow them to prepare for SATs and

Multiplication Tables Check. Years 3 and 5 share laptops with Years 1 and 2, allowing all pupils in KS1 & KS2 to develop their computer literacy skills and learn in different ways.

- The new school library is enhancing the curriculum and raising the profile of reading in school in order to further develop and promote a positive reading culture. Each class has a timetabled slot to access the library and children are encouraged to read for pleasure and check out books to share at home.